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ABSTRACT

One of three related publications on intensive inservice training for community development (CD), this document gives background information on development of the training manual which is the basis of the program and suggests procedures for using it. Aimed at agency field workers in nonmetropolitan and suburban areas who are responsible for helping groups involved in community development, the instructional manual is divided into five units: rationale for CD training, what CD is, why be involved in CD, what one needs to know about it, and extension programming in CD. This publication offers training methods applicable to each of the manual's units, encompassing presentations, participant discussion, field trips, workshops, interaction with local leaders, and discussion-reaction and reporting-analysis sessions, along with time requirements, staffing, and resource person possibilities. It also includes general procedural suggestions in such areas as who can organize and conduct the training, time allocations for activities during the four-week program, training methods (displayed on a chart with specific methods listed under each unit title), physical arrangements, general operating procedures, using the units, resource papers, and obtaining feedback from training participants (evaluation form included). (RS)

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COMMUNITY DEVELOPMENT: AN INTENSIVE TRAINING MANUAL

Suggested Procedures for In-Service Training

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North Central Regional Center for Rural Development
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Iowa State University
Ames, Iowa

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NORTH CENTRAL REGIONAL CENTER FOR RURAL DEVELOPMENT

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FOREWORD

THIS IS the first of three related publications which comprise a community development training manual. The manual is intended as a resource document for comprehensive and intensive community development in-service training.

This publication provides background information and suggested procedures for conducting in-service training based on the manual. Its intended primary audience is persons who will be conducting in-service training for which the manual is a primary source.

The second publication contains four instructional units and is intended for use with agency personnel who provide assistance to local community development efforts. The instructional units are:

Unit I: What Is the Rationale for Community Development Training?

Unit II: What Is Community Development?

Unit III: Why Be Involved In Community Development?

Unit IV: What Does One Need to Know About Community Development?

A number of resource papers that provide a major portion of the literature base for the instructional units are included as the final portion of this publication.

The third publication contains instructional Unit V, Extension Programming In Community Development, suggested procedures for conducting Unit V training, and supporting resource papers. Training based on Unit V will provide instruction and practice in Extension Programming for Community Development. Its intended primary audience is Extension service personnel whose responsibilities include the planning, implementation, and evaluation of Extension Community Development programs.

Suggested Procedures for In-Service Training

by

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Introduction

This training manual was developed at the request of the Extension Directors of the North Central Region. It is a follow-up to the Intensive Training for Nonmetropolitan Development, an in-service training activity carried out in the North Central Region during 1975 and 1976.[1] The manual consists of five instructional units and this compilation of suggested procedures for conducting training. As detailed in the Foreword, the manual is divided into three publications.

In the first two sections of this publication an overall perspective on the manual and general procedural suggestions applicable to all five instructional units are presented. These discussions are followed by sections specific to instructional units. Each summarizes the content of a unit and suggests procedures specific to conducting in-service training based on that unit.[2]

It is recognized that in-service training emphasis and procedures vary widely from state to state. The package is designed to be used as the basis of a comprehensive in-service training efforts focused on community development.[3] If the user wishes, individual instructional units

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[1]The in-service training was funded by a grant from the North Central Regional Center for Rural Development, participant registration fees, and a grant from Rural Development Service, USDA. Staff time contributed by Michigan, Minnesota, Nebraska, and the states of numerous professionals (who served as resource persons) made the entire effort financially feasible.

Administrative responsibility was shared by Ronald C. Powers, Director of the North Central Regional Center for Rural Development, and Hal Routhe, Administrative Advisor to the North Central Extension CRD Committee.

Core staff for the training effort were Manfred Thullen and W. J. Kimball (Michigan), Lois Mann and Gordon D. Rose (Minnesota), and Paul H. Gessaman (Nebraska).

[2]Most of the suggested procedures specific to Unit V are in the third publication of the manual.

[3]For convenience, community development (CD) nomenclature will be used throughout these training materials. Instructional Unit II provides an analysis of the meanings intended to be conveyed by that terminology.

can be used to strengthen existing training programs, but it should be kept in mind that the instructional materials follow a logical progression of ideas and concepts and are intended for use in numerical order. Modification of that order could result in some confusion or misunderstanding and reduce the effectiveness of the training.

Overall Perspectives

The intended primary audience of these training materials is agency field workers whose responsibilities include providing assistance to groups involved in community development.[4] However, administrators in these agencies can also gain useful insights into the responsibilities and work situations of their employees through participation in training sessions based on these materials.

Agency workers in the primary audience will include field staff with educational backgrounds and work experience that does not provide understanding of social science or community development concepts and applications. Participation in training based on these materials will provide them with opportunities for gaining understanding of basic concepts and improving job skills. Other participants with stronger social science backgrounds and/or experience in community development will find numerous opportunities for reinforcing or improving their present knowledge and job skills. Overall, a training program based on these materials can increase the competence and confidence of field workers whose responsibilities include work with community decision-making groups.

Instructional Units I through IV are intended for use in training sessions attended by field workers of any agency. Because the work situations of agency field workers result in constant inter-agency contact on the local scene, participation by personnel from a variety of agencies (USDA agencies, HEW, HUD, Planning Development Districts, SBA, state agencies, etc.) will add

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[4]This primary audience does not include agency workers in cross-cultural or inner city situations. This manual inevitably reflects the cultural milieu and value orientations of the nonmetropolitan and suburban portions of the United States. Consequently, it may have limited applicability to inner city or cross-cultural situations.

realism and depth to training experiences based on these units. Discussion and interaction between participants from these various agencies provides important insights into the capabilities and limitations of joint agency efforts.

Unit V is intended for use with Extension Service field workers who have participated in training based on Units I through IV (and with those who have had extensive community development experience).

Experience in conducting the Intensive Training offerings provided evidence that Unit V training may not be appropriate for newly hired or inexperienced field workers. Participants with experience that gave them understanding of the complexity and difficulty of work with people in communities were generally much more receptive of the training program content and the experiences it offered.

Suggested Training Procedures

Procedures suggested here are generally applicable to in-service training based on any of the instructional units. The discussion presumes that the training will be planned and conducted by individuals with experience and proficiency in conducting training, and procedural details are held to a minimum.

Organization arrangements

The appropriate organizational unit(s) for conducting this training will depend on the state or states involved, the availability of state specialists, and the availability of resource persons with appropriate skills. In some instances a single state may decide to organize and conduct the training sessions. On other occasions, cooperative efforts between two or more adjacent states may be more feasible. An adequate number of participants for the Unit V training of Extension workers can be secured by drawing together the Extension participants from two or more earlier Unit I-IV training programs.

State Extension CRD personnel can provide the needed inputs to ensure the focus on CD training is maintained. Outside resource persons, such as

those who contributed to the Intensive Training, can add to the depth and breadth of the training while also providing stimulus for useful discussion.

A group of 20-35 participants in any one training sequence is highly desirable. A group in that size range will contain enough points of view to stimulate discussion without being so large as to severely limit interaction among participants.

Time allocations

In-service training on the topics included in these materials requires extended and intensive audience contact. The concepts and knowledge dealt with in a training program based on this manual, when accepted and internalized, will result in behavioral change--a different approach to job responsibilities. One of the basic requirements that must be met for this training to be successful is a training period long enough to allow the internalizing of knowledge and an acceptance of the need for behavioral change. This generally occurs only through the combined effects of extended concentration on subject matter and reinforcing interactions with peers. It is recommended that a total of four weeks of training time be used for the entire sequence of units. The time allocations suggested for use of the four weeks are ranked in order of desirability as perceived by the authors of this manual (Figure 1).

The authors strongly urge users not to think of the instructional units as discrete "bundles" of technical knowledge suitable for presenting in fragmented form. Community development training will result in limited change in field worker job performance unless the training periods are of a length and intensity that will result in behavioral change. Experience with the Intensive Training indicated that the "most desirable" time allocations will result in behavioral change on the part of most participants. Users are urged to follow those recommendations whenever it is feasible to do so.

If the recommendations are followed, there is a need for overall administrative planning that reflects the training program's demands on the

Unit	I	II	III	IV	V
Title	WHAT IS THE RATIONALE FOR CD TRAINING?	WHAT IS CD?	WHY BE INVOLVED IN CD?	WHAT DOES ONE NEED TO KNOW ABOUT CD?	EXTENSION PROGRAMMING IN COMMUNITY DEVELOPMENT
Training Methods	Presentations and Participant Discussion	Presentations Discussion-Reaction Sessions Field Trip Using Analysis Guide	Presentations by Appropriate Resource Persons Discussion-Reaction Sessions Workshop Activities	Presentations by Appropriate Resource Persons Discussion-Reaction Sessions Workshop Activities	Presentations by Appropriate Resource Persons Field Exercises Interactions with Local Leaders Reporting-Analysis Session
Time Allocations: Ranking Most Desirable	2-week Workshop Units I-IV				2-week Workshop
Time Allocations: Less Desirable	1-week Workshop Units I-III			1-week Workshop Unit IV	5-day Workshop, 2-week Break, 2-day Wrap-up

Figure 1. A composite overview of the training package

time of participants--especially the time demands placed on Extension workers who attend Units I-IV and Unit V. A commitment of in-service training time in two successive years, or the approval of several "extra" days of training time, will facilitate participation by Extension workers because it will allow participation in CD training without loss of the ability to be up-to-date on other high priority educational concerns.

Training methods

Training methods are briefly identified in Figure 1. Discussions of individual units provide more complete information on the methods recommended for each unit. Local circumstances may require modifications, but the authors urge that the overall approach be followed to the extent feasible.

Physical arrangements

Desirable physical arrangements will vary somewhat depending upon the size of the participant group. This discussion presumes the suggested 20-35 participants make up the audience.

If possible, the room where general sessions of the training are held should be arranged with screen, chalkboard, and the speaker at one end; and with the participants sitting around the outside of a U-shaped or hollow rectangle arrangement of tables. Care should be taken to ensure that each participant has plenty of space in which to sit and work and has room for notebooks, papers, handouts, and writing.

The head table, or speaker's table, should be large enough to accomodate an overhead projector, stacks of visuals, handouts, and lecture notes, plus seating space for the speaker and session chairman.

Name signs made by writing on light paper with a dark "magic marker" can be placed in front of each person. Name signs will speed the development of group cohesiveness and will improve participants' ability to address each other by name.

Nonsmokers may wish to sit together in an area of the room where they will not be exposed to smoke. If possible, their wishes and any other

identifiable participant needs should be accomodated as willingness to become involved and learn will be at its best when everyone is comfortable and relaxed.

Small group discussions will be improved if each small group has a private room with comfortable chairs, tables, and a chalkboard. Resource persons can circulate from group to group to listen to the discussions, make comments, and answer questions.

General operating procedures

Rotation of membership of small groups and changes in seating arrangements will help participants learn the names and faces of all members in the participant group. However, most people will prefer that they stay in the same small groups and sit in the same places in the meeting room. The trade-offs between the need for people to become acquainted and the need to satisfy their desire for stability will be different for each group. The decision "to stir" or "not to stir" the participant group should be made on the basis of its characteristics.

Time management is very important and the staff needs to place emphasis on adhering to the intended time schedule. However, the enforcement of time schedules is best delegated to the group of participants. They will be much more effective than the training staff in influencing the behavior of chronically tardy members.

Using the units

Each unit starts with a statement of objectives and any special premises or conditions upon which the unit is based. The instructional content of each unit is presented in outline form with words, phrases, and sentences that present the high priority ideas of the unit. Outline entries are keyed to resource documents included in the manual and to source materials identified in the list of references. The outlines are intended to have two major uses:

1. They provide those conducting the training with a "speaker's guide" to training program content and direct the flow of ideas and concepts. Speakers can use the outlines as a framework or guide for the preparation of presentations.
2. They provide training participants with a framework for notes taken during the training, a guide to systematic study of related resource materials, and a system of easily identified linkages to selected resource documents.

Resource papers

Selected resource papers are included in the manual. The papers provide a partial basis for the content of the units.[5] Most are not readily available in publications of general circulation and are included to ensure that both staff and participants have adequate materials for background reading.

Feedback from training participants

In conducting training sessions that continue for multi-day periods, as is recommended with this training, it is generally useful to provide opportunities for feedback from those participating. A daily evaluation and feedback session will require only a few minutes from each day's schedule and will provide a continuing flow of information about participants' reactions to the training experience. If adjustments in the schedule are needed, or if refocusing of the training effort would increase its effectiveness, daily feedback information will provide a basis for identifying needed changes.

One method of generating the needed feedback is to provide participants with self-carbon forms and a listing of these statements:[6]

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[5] Books and published reports that are major sources for the units are cited in each unit as are the appropriate resource papers.

[6] This method of securing feedback was devised by W. J. Kimball and Manfred Thullen of Michigan State University.

1. The most important ideas and/or concepts discussed today were:
2. The best part of today's program was:
3. The worst part of today's program was:
4. If I could change the rpogram, facilities, or methods and procedures of this training, I would:

Near the end of each day, each participant is asked to respond to these statements using a self-carbon form. The participant also indicates the date and a "secret" identification number on the form (each participant uses one number of his/her choosing throughout the training). The use of numbers ensures anonymity but makes it possible for those conducting the training to "follow" the pattern of responses from individual participants.

An overall evaluation at the end of each training session will generate information about participant reactions to the entire training experience. A sequence of possible evaluation questions for Units I-IV is included at the end of this section. Unit V evaluation questions are included in the Unit V material. Each sequence can be modified to reflect circumstances and evaluation needs peculiar to the circumstances of a particular training session.

Conducting Unit I Training

Unit I is entitled, "What is the Rationale for CD Training?" It provides the training participant with a basis for understanding ways in which community development has emerged as a response to changing social, economic, political and institutional conditions. Emphasis is placed on: (1) building understanding of CD training as a response to agency and community needs and (2) providing a preview of the content of the other four units.

Unit I procedures

Units I and II are closely interrelated and it is recommended that they be presented together. As the introductory unit, Unit I sets the stage for the balance of the training program. About one-half day will be

required for introductions, housekeeping details, and the concepts of Unit I. That half day (four hours) might be allocated as follows:

First 30 minutes - Introductions - Ask each person to give name, job title, place of work, type of work and a brief description of family, hobbies or interests. Prepare name signs and put them out as introductions progress.

Next 60 minutes - Presentation on "What is the Rationale for CD Training?" using the instructional outline of this unit as a basis for the presentation

Next 20 minutes - Break

Next 75 minutes - Workshop Exercise (discussion groups)

Remaining time - Discussion of Units II-IV
Housekeeping Details

Conducting Unit II Training

Unit II is entitled, "What Is Community Development?" Conceptualizations of CD as a process, a program, a method, a movement, and as a manifestation of democracy are examined in Unit II. An operational definition of CD is provided as a basis for thought about the content of this training.

Emphasis is placed on the need for agency field workers to understand meanings used by personnel of other agencies when they talk about CD. Organizational conditions that make feasible an agency CD program are discussed as are several types of role conflict. A field trip to observe and analyze CD activities is recommended.

Unit II procedures

Definitional concerns have been among the most persistent and perplexing of problems experienced by persons with involvement in community development (CD). "Community development" is used in different ways and with different meanings by the many agencies and workers who are working with communities. Participants in this training need a shared perception of the

meaning of "community development" if they are to communicate with each other and with resource persons throughout the course of the training. The procedures for conducting Unit II are intended to provide a sequence of instruction and discussion that will contribute to participants' acquiring that shared perception.

A one-day field trip will provide an in-depth examination of community development activities. If possible, this field trip should be in a community with an extended history of agency and citizen involvement in CD.

Instruction. If resource persons who can identify with the various conceptions of CD are identified (they may be available in the group of training participants), presentations followed by a panel discussion between the resource persons will provide increased understanding of the implications of these conceptions. The primary emphasis can be appropriately placed on helping participants understand what these different conceptions of CD are and the consequences of each for the way agencies operate. Implications for communities can be explored and discussed.

The presentation on the operational definition is intended to provide additional perspectives on what CD is and provides a means of building a shared image of CD that can be used as a basis for communication within the group involved in the training. Informal discussion after the presentation of each of the three major sets of definitional components (clientele characteristics, agency services provided, and organization conditions) may be needed. The odds are high that some participants will find this formulation difficult to accept, and discussions will help emphasize its use as a way of thinking about community development. It is not intended to be presented as a "final" definition.

Presentations and discussion will require at least one-half day. Because development of a shared understanding of terminology is basic to the entire training experience, time allocated to this unit should not be cut short.

Small group workshops. The small groups will need about two hours of work time to complete the "Workshop Guide" at the end of this unit and to develop an understanding of the ways in which other agencies represented in the participant group view the activities they regard as CD. If the

small groups have dissimilar membership, a sharing of reports from the small groups will improve the overall impact of the workshops.

Field trip arrangements. A one-day field trip to observe and discuss community development efforts in a host community is recommended to improve conceptualizations of community development activities as they are actually carried out by community groups and assisted by agencies. As indicated by the content of the form entitled, "Framework for Analysis of CD Efforts" (included at the end of Unit II), the field trip should provide participants with opportunities to observe, discuss, and analyze host community CD efforts. Contacts with local leaders, personnel of appropriate agencies, and the general public will provide insights needed in the analysis. Insofar as is possible, these contacts should be "representative" of host community CD activities to provide a basis for reasonably objective analysis by participants.

Reactions to the complexity of the "Framework . . ." can be minimized by reminding participants that it can be completed a few items at a time before, during, and after the field trip as information becomes available or perspectives are shared. Some of the needed information can be provided through a pre-field trip briefing, but a major portion can be obtained only from local informants.

This set of expectations indicates that the selection of an appropriate host community is of considerable importance to the success of the field trip. It is not feasible, and probably is not possible, to completely indicate considerations that enter into the selection of a host community. Several aspects that are especially important are listed here:

1. This training is focused on improving agency assistance to local community development activities. It will be advantageous if the host community has several years of experience with organized CD efforts that utilized a number of types of agency assistance.
2. Citizens and agency personnel of the host community will be the primary information sources for the analysis by training program participants. In selecting the host community, the willingness

of both groups to commit time and effort to hosting the field trip should be an important consideration.

3. The extent to which training participants can be objective in analyzing host community CD efforts will be influenced by their preconceptions of the community. Selection of a community other than the one in which the training is held will reduce the barriers to perception caused by partial familiarity with the community.
4. Travel is tiring, time consuming, and expensive, so the choice of a host community that minimizes travel time while meeting the other needs of the field trip experience will contribute to the usefulness of the field trip.

When the selection of a host community has been made, the training staff will need to work with the field trip hosts in planning the desired activities. Initial arrangements should be made several months in advance to ensure the availability of local leaders and agency presonnel. These arrangements will need to be re-confirmed as the date draws near.

Activities that will increase the effectiveness of the field trip experience include:

1. A pre-field trip briefing that provides information on physical, demographic, and economic characteristics of the host community.
2. Field trip arrangements that allow them to rapidly learn about the locality and its past, present, and anticipated CD activities.
3. Brief "show and tell" presentations about CD efforts and community conditions as viewed from the perspective of local leaders and agency workers.
4. Unstructured visiting with local leaders, agency counterparts, and residents of the host community.
5. Pursuit of special interests as identified by the participants.

A short debriefing session after the field trip in which participants share impressions of host community concerns, activities, and organizations can help build a composite view of the community situation and increase understanding of what CD means to community residents.

Conducting Unit III Training

Unit III is entitled, "Why Be Involved In Community Development?" Instruction in this unit provides an in-depth look at societal changes that have created the need for CD. These are discussed in terms of: (1) the need for CD as an integrative mechanism by which citizens can become more effective participants in matters that affect their lives; (2) the legitimacy of agency involvement in CD efforts; (3) the limitations of CD efforts given our societal norms and governmental structure; and (4) the roles of the agency field worker who is involved in CD.

Unit III procedures

Staffing. The content of this unit is broadly philosophical in nature. It is best presented by a professional with considerable experience in work with communities and experience in various agency roles. He/she should be an individual with a strong personal commitment to agency involvement in providing assistance to local CD efforts. As the lead resource person for this unit, this individual can make the opening presentation, "Perspectives on 'Why Be Involved in CD?'," can provide continuity throughout the unit, and can provide leadership for the final review session. This individual will be the key resource person of Unit III training and care should be taken to ensure he/she is capable of carrying out the required instructional roles.

A community college or university faculty member who teaches social science courses focusing on current social conditions and problems (courses such as "Contemporary American Problems) can be a good resource person for the presentation, "Review of Societal Changes." He/she should be a person who also finds it easy to relate to audiences of agency professionals and recognizes that the typical classroom lecture is probably not appropriate for the in-service training audience.

When recruiting agency representatives for the panel, it is good to keep in mind that the quality of the panel presentation probably will be improved if the panel members' agencies have had continuing involvement in CD. If a field trip is included in the schedule instead of the panel, it is good to visit agencies with records of continuing CD involvement.

Additional criteria appropriate for use in selecting the agency (or agencies) for the panel or field trip should be: (1) interest on the part of the agency and representative in helping to upgrade the skills of professional field workers and (2) agency policies and roles that can be identifiable and articulated. If possible, secure panelists from, or visit, agencies with the involvement in CD and the articulate spokesmen who can field questions and foster discussion with the trainees.

The subject matter of this unit is not generally included in the orientation of agency workers such as the training program participants. Neither is it usual subject matter for in-service training of agency field workers. But, it is of value to participants because it helps them understand the ways in which their CD work is important and has meaning for their clients. Sufficient time should be allocated for preparing and conducting this unit to ensure that participants can debate, understand, and internalize its content.

Panel or field trip arrangements. As implied in the discussion of staffing, a panel presentation or a field trip are suggested as alternatives for one portion of the instruction in this unit. They are referred to as Option I and Option II. Under Option I, a panel of agency middle management persons and/or senior administrators is suggested as resource persons for the morning program of the second day. Under Option II, a field trip to visit agency headquarters and talk with these same persons is the program for the second day. Suggestions for the panel and the field trip follow the discussion of the time schedule.

The time schedule. Time allocations suggested under both options for this unit provide significant amounts of time for discussion-reaction sessions and workshops. This results from the need for participants to spend considerable time examining, debating, and internalizing the relationships between issues raised in the presentations and their personal work situations.

The recommended time allocations for Option I (the panel) are:

First two hours - Presentation and discussion "Perspectives on 'Why Be Involved in Community Development?'"

Balance of first half day	- Workshop Exercise, "Priority Problems of my Clientele"
First two hours, second half day	- Presentation and discussion "Societal Changes and the Need for Community Development"
Balance of second half day	- Workshop Exercise "The Great Change"
Third half day	- Presentation "The Legitimacy of Agency Involvement in CD, A Restatement"
	- Middle management and/or senior administrator panel, "The Rhetoric and the Reality of Agency Involvement in CD," followed by discussion of local level policy implementation
First two hours, last half day	- Presentations "Roles in CD for the Professional Field Worker" and "Summary"
Balance of last half day	- Workshop Exercise "Why I'm Involved in Community Development

If Option II, which includes a field trip to visit agency headquarters to talk with middle management and/or senior administrators, is followed, the second day is used for the field trip. Then the half day following the field trip is used for the "last half day" presentations and workshop exercise as listed under Option I.

Panel for Option I. The purpose of the panel is to stimulate participant thinking, discussion, and conceptualizations of the variety of ways in which agencies view (and support) their field personnel who provide assistance to local CD efforts. The panel members should be employed in state and federal agencies with programs that they identify as providing assistance to local CD groups. Middle management personnel who are participants in agency policy formation and also have direct contact with field operations are the preferred panelists if they are articulate, realistic, and willing to "level" with the training participants. Agency heads, especially

those who do not have continuing contact with field operations will be less likely to provide insights that are useful for the purposes of Unit III training.

In making advanced arrangements for the panel, the agency spokesmen can be asked to make short presentations related to:

1. The overall purpose (mandate) of the agency
2. The CD assistance provided by the agency
3. Agency policies regarding field worker involvement in assisting CD efforts
4. The ways in which the agency implements those policies on a day-to-day basis at local and higher levels

The panel should contain not more than three or four persons because that number can make brief presentations and there will still be considerable time for questions and answers. Discussion between the panel and training participants should be encouraged in ways that help identify the reasons for differing agency perspectives on field worker activities in support of local CD efforts.

Participant group discussion of experiences in policy implementation at the local level provides a good follow-up the panel session. The discussion should be structured to facilitate the identification of constraints and opportunities faced by participants as they go about their work. To the extent possible, these should be analyzed and evaluated by the participant group and training staff.

Field trip for Option II. A field trip to the state or substate regional offices of agencies such as those indicated for panel participation can provide useful insights into the policies and practices of agencies. The type of agency spokesmen, the issues to be discussed, and the need for interaction between spokesmen and training participants are the same as described for the panel. The principal differences between the panel and a field trip are: (1) Field trip participants will have opportunity to visit agencies and talk to spokesmen in their "territory." Depending on personalities and circumstances, this may enhance or inhibit the discussion. (2) Spokesmen will be contacted one at a time (rather than as a group) if the field trip moves from agency to agency.

Travel arrangements will be determined by the circumstances of the training and the proximity of the training site to suitable agency offices.

Workshop exercises. As indicated in the time schedule, three workshop exercises are included in this unit. The workshop guides contain any instructions for their use and are included at the end of the content outline.

Conducting Unit IV Training

Unit IV is entitled, "What Does One Need to Know About Community Development?" It is intended to build understanding and acceptance of the conceptual "tools" of C.D. Emphasis is placed on: (1) understanding the complex nature and composition of community; (2) understanding the complex social, economic, political and institutional linkages existing within and among communities and the role that influentials play within community change and decision making; (3) building knowledge and understanding of community (group) decision making and problem solving processes; (4) understanding how agencies can assist communities in these processes by furthering appropriate citizen participation, dealing with community conflict, and using appropriate change strategies; and (5) building appreciation and knowledge of how agencies can increase their effectiveness in providing assistance to communities as they deal with their problems and concerns.

Unit IV procedures

Staffing. The diversity of concepts and topics covered in Unit IV is such that use of a number of resource persons is recommended. Each resource person can be responsible for a portion of the instructional outline (one topic or more). The resulting variety in presentations and discussion will help participants retain interest in the content of the unit.

Each resource person should have a complete copy of Unit IV so he/she can relate his/her presentation to those of other resource persons. A minimum set of visual originals is included with the unit. Resource persons should be encouraged to amplify these as is appropriate. In addition

to the visuals, resource persons should be encouraged to prepare examples that help illustrate specific points covered during the presentations --especially if they are keyed to the background and experience of the expected participants. Examples will help participants to better internalize and understand complex concepts. Workshop exercises that help participants localize the concepts being discussed to their work situations will also be helpful. These can be prepared after resource persons have identified the intended content of their presentations.

It will also be useful for the resource persons to review original source documents cited in the content outline as well as any other relevant sources.

Time requirements. Experience indicates it will take about five days of intensive sessions to adequately cover the content of this unit. Careful planning and coordination will be required, and the schedule probably will include both day and evening sessions.

The instructional outline for this unit is divided into five major sections. Each deals with a major "question" and provides the basis for one day of instruction. Careful timing and coordination is required to complete the training in the time recommended. It will be necessary for the training leader to work closely with each of the resource people to ensure they understand the scheduling limitations.

Exercises or small group workshops. One exercise has been developed and included with this unit, the "Community Boundary Identification Exercise." This exercise will require about two hours to complete and is intended for use early in the Unit IV training session.

As briefly mentioned above, workshop exercises prepared by resource persons can be added. The workshop sessions are highly desirable as a means of improving the ability of participants to localize and apply concepts discussed in the training. The workshop exercises need to reflect the realities of the training schedule and be of length and complexity appropriate to the available time. If the training is extended to include additional days, several exercises could be added.

Workshop exercises and small group sessions also help to relieve the monotony of formal presentation sessions and are usually welcomed by training participants.

Some of the concepts which lend themselves to possible inspection by field trips include:

--Power actors and community structure

--Citizen participation

--Conflict and conflict management

--Approaches to working within community decision making and problem solving processes

--Interagency cooperation

As with other field trips outlined in other units, the key to successful field trips is careful planning and preparation.

Conducting Unit V Training

Unit V is entitled, "Extension Programming In Community Development," and is intended for Extension Service field personnel whose duties include providing assistance to local CD activities. Extension workers who have completed Units I-IV or those who have extensive experience with extension CD programs will be most likely to benefit from training based on Instructional Unit V. Participants are provided with a conceptual framework for extension CD program development, implementation, and evaluation; and with field experience in simulating these program planning activities. Discussion and analysis of the simulated program plans is suggested.

Suggested procedures for conducting Unit V training are included in the Unit V material that is the third publication of this manual.

User Reactions to These Training Materials

This training package has been prepared as a resource for use in a variety of situations, the details of which will be determined by the users. Information about the circumstances of use and reactions to the form and content of the materials will provide a basis for modifying and improving the package. If you conduct training using this manual, please provide us

with feedback on your experience. We would appreciate receiving the following information:

1. Location and date(s) of your training activity
2. Agency(ies) sponsoring the training
3. Person(s) conducting the training
4. Audience characteristics: (1) number by agency affiliation and (2) number by administrative level of work assignments (multi-state, state, multi-county, county)
5. Portion(s) of manual used (or instructional units presented)
6. Reactions to content and format of these materials by those conducting the training
7. Participant reactions to the training materials and training experience.

Please send your feedback to any of the authors:

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EVALUATION QUESTIONS FOR UNIT I-IV SEQUENCE

These suggested evaluation questions were prepared for use at the end of the two-week training session covering Units I-IV. The questions should be modified appropriately if the training session follows a different time schedule.

1. My overall reaction to the entire two-week training experience is: (Circle one answer)

Very Unfavorable	Unfavorable	Neutral	Favorable	Very Favorable

The most important reason(s) for my feeling that way is (are):

2. When I consider the applicability of the training received during the past two weeks to the improvement of my job performance, I feel this experience was: (Circle one answer)

Not Useful	Slightly Useful	Somewhat Useful	Generally Useful	Very Useful

3. The one thing that was most useful to me during the two weeks was:

4. The one thing that was least useful to me during the two weeks was:

5. The overall effect on the training experience of the way the training staff performed their roles was: (Circle one answer)

Very Negative	Somewhat Negative	Neutral	Somewhat Positive	Very Positive

6. The overall effect on the training experience of the way the resource persons performed their roles was: (Circle one answer)

Very Negative	Somewhat Negative	Neutral	Somewhat Positive	Very Positive

7. My reaction to the small group discussions and workshops was:
(Circle one answer)

Very Negative	Generally Negative	Neutral	Generally Positive	Very Positive

The most important reason(s) for my reaction is (are):

8. My reaction to the total group discussion was:
(Circle one answer)

Very Negative	Generally Negative	Neutral	Generally Positive	Very Positive

The most important reason(s) for my reaction is (are):

10. The cost of training such as this is relatively high due to travel costs, time away from regular duties, cost of lodging, meals, etc. Keeping these concerns in mind, I believe the training:
(Circle one answer in each group)

Was too short	Was about right	Lasted too long
Had too little content	Had appropriate content	Had too much content
Was too shallow	Was of appropriate depth	Had too much depth

Putting the above reactions together, it is my opinion that the training was:

Not intensive enough	About the right intensity	Too intensive

Additional comments:

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